



**PERSPECTIVE BY  
THE DEAN**

**OF PERFORMANCE AND  
PARTNERSHIP--ALL LEVELS  
AND FLAVORS**

More and more our only organizational constant is unrelenting change, making performance an integrally critical piece of the identifiable "deliverable" of every job. Performance is rarely a stand-alone challenge, it is a systems challenge involving all the partners of the system. In effect, performance depends upon a sort of mass mutual learning partnership of intraorganizational and contextual dimensions. In English, to do your job you depend on the performance of all the partners of your organization as well as the performance of all the partners who are part of the environment to which your organization belongs--a sort of gigantic interlinking set of partnerships. One trusts each partner to be capable, competent, and aptitudinally adjusted to the performance upon which one's own successful performance depends.

On a large scale, interest in "partnership" is catalyzed by the Administration's efforts to cooperatively administer regulations through the states. For instance, partnerships between Federal, state, and local governments dramatically increased the response time during the California earthquake last year. Partnerships between the Federal Railroad Administration and the rail industry unions demonstrate how a regulatory agency can partner with a regulated industry to work toward a common goal--safety in this case. The EPA is actively exploring such federal/state partnerships in environmental regulation and the Department of Education is exploring such partnerships to improve the primary and secondary education provided in the U.S.A. The progress of the evolutionary process of these partnerships depends heavily on the trust federal and state officials have in each other.

Corporations seek partnerships with colleges and universities, even high schools, to encourage that these institutions teach the most useful skills to those who are students now but will be part of that corporation's work force pool in a relatively short time. The Detroit area car manufacturers particularly have been working such partnerships since before "partnership" became a media phrase. The necessity for a thinking, high performing employee with a team success orientation, who could stop a problem before it became a long-term financial disaster drove implementation of these partnerships. If

you can't use what the schools graduate, then you work with the schools to produce something you can use.

Partnerships, in effect, are one way organizations seek to generate alternative ways of doing business. As a tool in the reinvention movement, partnering is seen as a way to achieve the new economic reality--better services, more quickly delivered, and at a lower cost. Better services, more quickly delivered, and at a lower cost depend on the performance of each member of each partner organization. Partnering adds to your own organization the resources of your partner--at least in theory. In practice partnership assumes trust can be established between all the partners and that matters of "competition" or "turf" can be equitably settled. As in Detroit, the best partnerships appear to be based in symbiotic relationships.

Engaging in partnership means that you plan to do more with less--plan to use the assets of your partners to most effectively and efficiently leverage your own. In this view, partnering catalyzes jointness. You are delayering and designing your organization to be used effectively and **efficiently** by the people of the partnership. In short, as you partner with other organizations, only one organization has to provide the experienced personnel in any particular area so one organization can delay in particular areas of expertise. The bottom line is, of course, that delay ering and reduction of the workforce appear to go hand-in-hand.

**Delayering** and designing an organization to be used by people means shifting people into, among, and out of organizations. Shifting people means retraining, cross-functional organizational structures, fluid management, and new roles for managers and employees. Seismic shifts induced by partnerships which delay and redesign organizations demand dramatic increases in abilities to cope with change, galloping uncertainty, and stress, in ability to think fluidly and be competent in the supporting tool kits, and ability to deliver education and training inextricably tied to the workplace.

In effect, partnerships have become the catalyst for significant enough change in the way business is accomplished in this country that America's training **industry** and its professional organizations choose to align themselves with the idea that trainers and educators must be enhancers of performance in the short and long term. Just-in-time training, on demand training, and education programs must demonstrate their critical contribution to success on station, at the job site, even when the job site travels, all the time. Trainers and educators, leaders, managers, and executives may not separate the "helper to

learning" from the application. America's Army is **delaying** and designing itself, too.

At AMSC, we're actively **interviewing** commanders and senior executives to determine the most useful skills our students can learn, to be followed by visits to all categories of installations to find the practical problems which continue to need attention and to find ways to actively incorporate these into the methods of learning and the curriculum. In short, more than ever AMSC seeks to make the commanders and executives who depend on our graduates' performance on the job, partners in the development of curricula and programs to support Force XXI and the Army through at least the year 2010. Further partnerships in this effort will include DOD level commanders and executives, other schools which provide leadership and management education and training, graduates, the mid-level managers and leaders with whom AMSC graduates work, and the employees who may some day want to become AMSC students.

An active and continuing partnership with the people who depend on the performance of their leaders and managers will ensure a trained and ready sustaining base in these times of constant change.

### ***CONSULTING PROJECT FOR CHIEF OF THE ARMY RESERVE***

On 13 Jul 94, the Chief of the Army Reserve asked Dr. Lohmann, AMSC Dean of Academics, for consulting assistance to enhance the quality of resource management within his immediate staff in the Pentagon. This request was caused by a loss of Total Obligational Authority in the FY 94 finding process due to actions by the Office of the Secretary of Defense and Congress.

An AMSC consulting team was formed consisting of faculty members Don Even, Steve Regester, Mitch Scott, and Cecilia Solomon. Three distinct efforts were undertaken which separately targeted Army Staff action officers, middle management, and the senior U.S. Army Reserve (USAR) management level. Seminars were conducted during the period 28 Nov -6 Dec 94 involving almost one hundred USAR personnel. Among the topics addressed were the importance of planning in making programming decisions, how to conduct the Management Decision Package on the Army Staff, the importance of preparation in the Program Budget Decision process, the unique position the Chief of the Army Reserve occupies in the Planning, Programming, Budgeting, and

Executions System, and key documents for the USAR in resourcing decisions.

### ***MTMC GRADUATES HOLD LUNCHEON***



***Nelson Chandler addresses AMSC graduates of the Military Traffic Management Command during a luncheon on 14 Jun 95.***

The AMSC graduates from Headquarters Military Traffic Management Command (MTMC) held a luncheon on 14 Jun 95. Curtis Moore, a 95-1 graduate, planned the gathering as a means to establish a MTMC support group for motivated individuals who have a desire to attend AMSC. The group would be available to assist interested MTMC candidates with AMSC application procedures and provide support to those selected while they attend the College. Graduates who attended the luncheon also expressed an interest in forming an AMSC alumni group (in conjunction with the AMSC Alumni Association) for MTMC graduates who would meet quarterly.

Two graduates (Nelson Chandler and Lee Strong) spoke of the positive impact AMSC had on their careers. Also on the program was COL Hugh D. Clark, Commandant of AMSC, and faculty member, Cecilia Solomon, who told of being a student and then returning as part of the faculty.

COL Peter L. Asimakopoulos, Chief of Staff; Mr. Bob Moore, Deputy Chief of Staff for Operations; and Mr. John Piparato, Deputy Assistant Deputy Chief of Staff for Operations, also attended.